



## Week 5 Assignment

### Reflection

Throughout this course, we have discussed curriculum management and the role of the instructional leader in improving student achievement. We looked at curriculum management in terms of the TEA learning system and its components and how that system can be implemented and improved at both the district and campus level. We also discussed the importance of curriculum management planning and its relationship to educational philosophy; definitions of curriculum; descriptions of the written, taught, and tested curricula; curriculum support; and the curriculum development and implementation. In addition, we examined organizational and curriculum development theories that serve as the foundation for our work as instructional leaders.

We have aligned the content of this course to three of the Educational Leadership Constituent Council's (ELCC) standards for educational leadership. For your final assignment, you will write three reflective essays relating to how the content in this course has aligned to these standards and which of the topics covered will be most relevant to you as a school administrator. By giving your responses to the questions that follow, you will:

- record what you have learned in this course.
- reflect on its significance in your professional life.
- develop a plan to further increase your knowledge and skills.

### Follow These Steps

1. Reflect upon what you have learned in this course that correlates with Educational Leadership Constituent Council (ELCC) Standards 2, 5, and 6.
2. Assume a school leadership role, either as an administrator or a teacher leader. From that vantage point, record your reflection in the form of three 150-word journal entries.
3. Use the guiding questions in each section to stimulate your thinking and guide your writing.
4. Write reflectively instead of in question-and-answer style, and follow the guidelines for writing listed in each section.

**Rubric**

Use this rubric to guide your work.

	Accomplished	Proficient	Needs Improvement
<b>Reflections</b>	Student summarizes course learning by providing thorough responses to each Reflection section of the guiding questions provided. <b>(9 points)</b>	Student summarizes course learning by providing responses to 2 Reflection sections of the guiding questions provided. <b>(6 points)</b>	Student summarizes course learning by providing responses to 1 Reflection section of the guiding questions provided. <b>(3 points)</b>
<b>Mechanics</b>	No errors in grammar, spelling, or punctuation. <b>(1 point)</b>		Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation. <b>(0 points)</b>

**Reflection One: Educational Leadership Constituent Council Standard 2**

“ELCC Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- Standard 2.1: Promote Positive School Culture
- Standard 2.2: Provide Effective Instructional Program
- Standard 2.3: Manage Resources”

• How will the information provided in this course help you provide effective curriculum and instruction on a school campus?

• Which of the curriculum management topics discussed in this course is most relevant to you as a school administrator? Why?

• How will the information presented in this course help you work more effectively with staff to implement quality curriculum and instruction?

• How will the knowledge you gained in this course better help students at your campus achieve at higher levels?

As Technology Director in La Vernia ISD, the information I gained through this course will help me provide effective curriculum and instruction leadership to my District by changing my perspective in approaching instructional technology. Before taking this class, I was more concerned in helping teachers integrate technology into their curriculum based on the technology tool and what it could do for them, whereas now I understand that the curriculum itself must drive the technology to be integrated, not the other way around. For instance, when I audited the Teacher's Edition Junior High Mathematics textbook, I realized that the technology requirements and the supporting technology elements were clearly spelled out in the textbook, along with the implementation time line.

Based therefore on this information and my new understanding of the importance of curriculum management, the topic discussed in this course that is most relevant to me as a school administrator is the textbook audit. The textbook audit will allow me to determine appropriate technology resources and applications that will be needed for our teachers and students without having to “reinvent the wheel” or ask teachers what is needed, taking their valuable time.

The information provided in this course will help me work more effectively with staff to implement quality curriculum and instruction as I now have an understanding of learning-center instruction, which will make it easier for me to accommodate the varied learning styles and learning modalities of all our students. Additionally, I am now more focused on working collaboratively with the teachers in order to better support their needs based on curriculum management practices.

The knowledge I gained during the Curriculum Management course will allow me to help La Vernia ISD students achieve at higher levels, because I am now more focused on data-driven analysis of student achievement as a basis for future staff development. I will use student and campus performance data to help guide change initiatives that focus on improving student performance for all student groups while at the same time improving teacher and student technology use. One of the primary reasons I am seeking this degree is to be able to communicate more effectively with teachers based on the requirements of the curriculum, thereby serving as a better leader for my District by

communicating with teachers in their “native language” of curriculum and instruction, while at the same time achieving my goals on integrating technology more effectively into the teaching and learning process.

**Reflection Two: Educational Leadership Constituent Council Standard 5**

“ELCC Standard 5: Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

- Standard 5.1: Acts with Integrity
- Standard 5.2: Acts Fairly”

- **What did you learn in this course about collaboration and the building of trust?**
- **How will you relate your knowledge of curriculum management to staff members working at your school?**
- **What are examples of ethical decisions that you envision yourself having to make as you implement change initiatives related to curriculum and instruction in a campus learning environment?**
- **What guiding principles will you follow to ensure that you act fairly and with integrity?**

During the curriculum management course, I learned how important collaboration and the building of trust are to school improvement initiatives. I have typically always led more by acting as an evangelist, and leading the way to inspiration, rather than by seeking collaboration with my peers. I now understand, particularly in light of the stages of acceptance that people go through when change is trust upon them, that building a cadre of trusted collaborators helps me build momentum that will pull others along in the process of change rather than by acting as the “lone ranger”. I will relate my knowledge of curriculum management to the staff members working in my district by seeking their input and their collaboration as we all seek to improve instruction based on performance data. I will also use my new knowledge of group dynamics to observe the group’s interactions and better gauge and interact within the group dynamic and using the natural structure of the group to promote change initiatives.

As our District implements change initiatives related to curriculum and instruction in the campus learning environment, we must strive to make ethical decisions that insure all students have a fair and equal chance to attain instruction in the manner that is most beneficial to them. No Child Left Behind is not just federal legislation, but an ethical mandate to change curriculum and instruction so that all children, regardless of their background, their social-economic status, the school they attend or the classes they are in have access to a relevant, fair and equitable education. In order to insure that I act fairly and with integrity, I will redouble my efforts to make decisions that are based on campus needs, sound principals of curriculum management, and performance data, and not on impulse, the perceptions of need, or an attempt to please others. One of the most important lessons I learned during this class was that when the need for change is being presented to any group, it must be backed up with data showing supporting evidence of the need for change in order to build a strong foundation of authority and trust. I realize that I have an ethical and moral responsibility to use my influence to promote the success of all students, while attempting to better understand and respond to the social, psychological and cultural contexts of our modern learning environment.

**Reflection Three: Educational Leadership Constituent Council Standard 6**

“ELCC Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Standard 6.3: Influence the Larger Context”

**• In the area of curriculum management, what is the relationship between campus-level leaders, school district leadership, and state leadership? How will those relationships affect your day-to-day duties as an administrator?**

**• What steps can you take to become an instructional leader beyond your school, and how can you influence decision-making at the district or even state levels about curriculum and instruction?**

In the area of curriculum management, the highest level leadership comes from the State, which provides curriculum and instruction leadership through the TEA Learning System, which most visibly provides us with the TEKS and TA-TEKS curriculum along with the requirements directing the elements of the Foundation Curriculum and the Enrichment Curriculum a school must offer, along with learning goals.

The next most essential level of leadership in the school district starts with the school board who must clearly specify their expectation for curriculum and instruction. These specifications are then carried out by the superintendent and other district-level leadership including the Curriculum Department. It is up to the school board, the superintendent, and the other district-level leaders to set a clear expectation for campus-level leaders as to how the curriculum is to be implemented and how instruction is to be performed throughout the district.

As a district-level administrator, I must let the clear directions for curriculum and instruction that comes down from my School Board and my Superintendent guide me as I assist the campus-level leaders, in particular the principals, as they implement curriculum and instruction on their campuses. I must be sure that I fairly and equitably assist each principal in implementing the curriculum based on the needs of their unique students and teachers, in alignment with their Campus Improvement Plan (CIP), while keeping a watchful eye that curriculum and instruction is presented in accordance with district needs and goals.

A key part of helping improve curriculum and instruction decision making at the district is serving on campus and district improvement councils alongside parents and community members, helping improve instruction throughout the community while building trust relationships and collaborating with key stakeholders outside the school system. By serving as I do on the Steering Committee for the Education Service Center, Region 20, I can also use my new knowledge of curriculum management and instructional best practices to influence decision making across our entire region. By working with ESC staff that serve on State instructional technology committees, I can also influence and improve decision making regarding curriculum and instruction at the State level.